



## CHESTER PARK ELEMENTARY SCHOOL OF THE ARTS

835A Lancaster Highway  
Chester, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	616 Students	
<b>Principal</b>	Anne Stone	803-581-7279
<b>Superintendent</b>	Dr. Thomas Graves	803-385-6122
<b>Board Chair</b>	Dr. Richard Hughes	803-581-7522

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

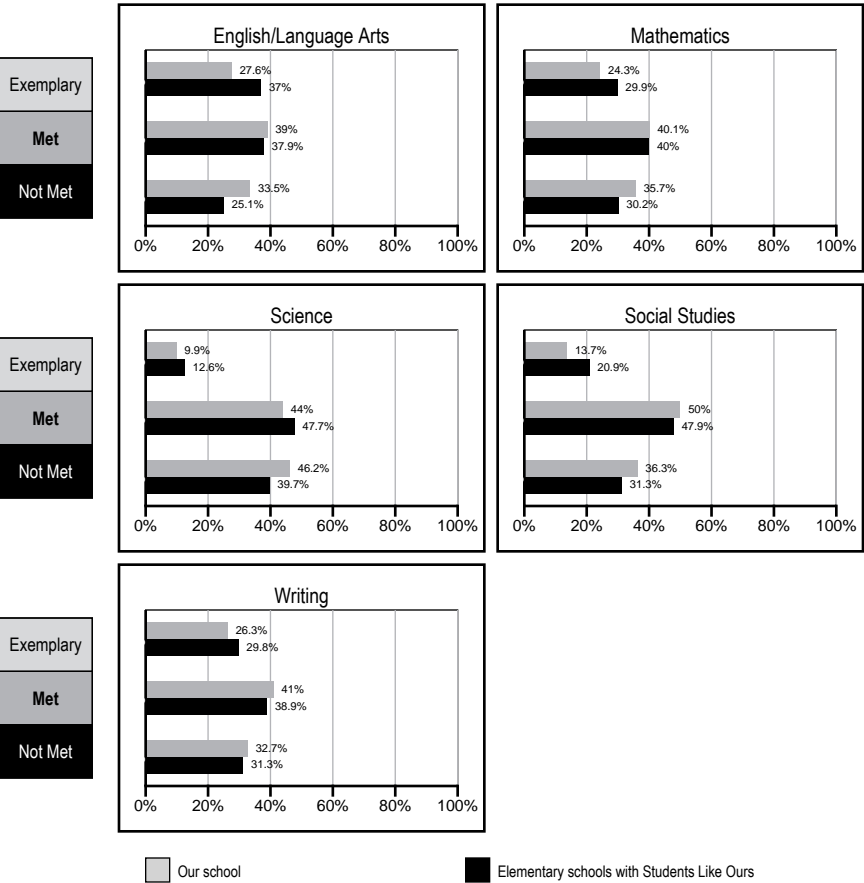
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	19	97	9	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=616)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 5.7%	1.4%	1.2%
Attendance rate	95.4%	Down from 95.8%	95.7%	96.1%
Eligible for gifted and talented	19.5%	Up from 8.4%	10.3%	11.7%
With disabilities other than speech	7.3%	Up from 0.3%	8.9%	8.0%
Older than usual for grade	1.6%	Down from 2.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	Up from 53.3%	60.7%	60.5%
Continuing contract teachers	97.6%	Up from 84.4%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.4%	Up from 90.4%	87.5%	87.0%
Teacher attendance rate	95.5%	Down from 96.4%	94.9%	95.4%
Average teacher salary*	\$47,240	Up 3.5%	\$47,079	\$47,288
Professional development days/teacher	6.1 days	Down from 6.5 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.2%	Down from 91.1%	89.7%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.1%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,806	Up 3.5%	\$7,524	\$7,548
Percent of expenditures for instruction**	83.3%	Up from 83.1%	67.4%	68.7%
Percent of expenditures for teacher salaries**	81.1%	Up from 78.2%	64.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Chester Park Complex serves 1600 students divided into three schools of choice. As part of the larger complex, Chester Park Elementary School of the Arts serves approximately 620 students in PK-5th grade who have chosen to participate in arts-integrated learning.

The mission of Chester Park School of the Arts is to engage every child in active individual and collaborative team learning experiences in the context of a comprehensive, standards-based arts integrated curriculum. In order to accomplish this mission, teachers infuse the South Carolina Fine Arts Curriculum Standards into all curricular areas. Fine Arts teachers, in turn, bring core curriculum standards into their classrooms.

The belief at the School of the Arts is that arts integration builds character, cooperation, responsibility, and respect. The Arts engage students in active learning of material and help them to be exposed to content in myriad ways. Arts integration identifies and nurtures each individual student's talents and creativity. It unites students, parents, faculty, and community members. It allows students to make real-world connections of the learning taking place.

The School of the Arts has been awarded over \$75,000.00 in grants for the funding of arts integration, staff development, and artist-in-residence. The school has been awarded a YouthNet grant in the amount of \$25,000 grant for before and after-school dance clubs this year. We believe these funds will increase student achievement, self esteem, and attendance.

In addition to the integration of the arts, Chester Park Elementary School of the Arts offers students opportunities to incorporate technology into learning through the use of computer labs. They are given time to have individualized instruction based on MAP scores. Many classrooms are equipped with Promethean Boards, providing a new medium for teaching and learning. Teachers have been and continue to be trained in the use of these boards for improved delivery of content.

Students at Chester Park Elementary School of the Arts are given special opportunities to be involved in Artist-in-Residence programs featuring: multi-cultural enrichment, mural painting, poetry, puppetry, music, dance, and theater. These opportunities have provided students in all grade levels with a variety of reinforcements as they relate to the core subject area curricula of South Carolina. The school celebrates its students talents through gallery walks, live performances (both in the school and the community), and achievement awards. The school offers before and after-school clubs, such as art club, chorus, strings, dance, and mime club.

Thank you for your involvement in our school!

Sincerely,

Anne Stone, Principal  
Bobby Bass, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	81	75
Percent satisfied with learning environment	97.8%	92.6%	81.3%
Percent satisfied with social and physical environment	100.0%	85.2%	88.0%
Percent satisfied with school-home relations	79.5%	93.8%	83.6%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	288	100	33	38.4	28.7	78.9	74.9	83.5	Yes	Yes
Gender										
Male	142	100	37.7	33.3	29	75.4	71.4	80.1	N/A	N/A
Female	145	100	28.4	43.3	28.4	82.3	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	146	100	20.3	38.5	41.3	85.3	82.8	89.6	Yes	Yes
African American	132	100	48.4	35.9	15.6	71.1	66.5	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	40	100	64.1	17.9	17.9	51.3	42.6	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	40.7	38.8	20.6	74.2	68.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	288	100	35.1	39.8	25.1	77.1	71.7	80.4	Yes	Yes
Gender										
Male	142	100	32.6	38.4	29	76.8	69.7	78.4	N/A	N/A
Female	145	100	37.6	41.1	21.3	77.3	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	146	100	26.6	37.1	36.4	83.9	79.3	87.8	Yes	Yes
African American	132	100	45.3	43.8	10.9	68.8	63.6	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	40	100	69.2	17.9	12.8	46.2	36.9	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	43.1	38.3	18.7	71.3	65.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	194	99.5	45.4	43.8	10.8	54.6	57	67.3
Gender								
Male	89	100	40	43.5	16.5	60	57.3	66.9
Female	104	99	50	44	6	50	56.7	67.7
Racial/Ethnic Group								
White	97	99	29.8	52.1	18.1	70.2	72	79.6
African American	90	100	62.8	33.7	3.5	37.2	41.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	30	96.7	64.3	25	10.7	35.7	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	50	58.6
Socio-Economic Status								
Subsidized meals	149	100	55.3	36.2	8.5	44.7	47.5	55.4

Social Studies

All Students	195	99.5	36	48.9	15.1	64	63.2	70.9
Gender								
Male	97	99	38.7	46.2	15.1	61.3	61.6	70.1
Female	97	100	33.3	51.6	15.1	66.7	65.1	71.7
Racial/Ethnic Group								
White	95	99	27.2	47.8	25	72.8	70.3	79.2
African American	92	100	45.5	50	4.5	54.5	55.5	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	27	96.3	76	12	12	24	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	145	99.3	44.1	47.8	8.1	55.9	56	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	293	96.9	32.5	41.2	26.4	67.5	62.5	72.1	95.4	95.3
Gender										
Male	144	95.1	41.8	35.8	22.4	58.2	54.5	65.2	95.2	95.1
Female	148	99.3	23.8	46.2	30.1	76.2	71.2	79.2	95.6	95.5
Racial/Ethnic Group										
White	147	96.6	27.1	37.9	35	72.9	69.6	80.8	95	94.8
African American	136	97.8	38.8	44.2	17.1	61.2	54.5	59.7	95.8	95.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	95.9	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	64.6	95.2	94.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.9	95.4
Disability Status										
Disabled	41	82.9	N/AV	N/AV	N/AV	18.2	17.2	27.7	94.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.8	63.7	95.2	95.5
Socio-Economic Status										
Subsidized meals	222	97.8	38.1	41	21	61.9	55	61.9	95.1	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	105	100	27.5	41.2	31.4	72.5
	4	96	100	39.1	39.1	21.7	60.9
	5	82	100	33.3	50.6	16	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	28.4	32.6	38.9	71.6
	4	102	100	43.2	34.7	22.1	56.8
	5	91	100	27	48.3	24.7	73
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	105	100	39.2	44.1	16.7	60.8
	4	96	100	43.5	44.6	12	56.5
	5	82	100	40.7	46.9	12.3	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	29.5	34.7	35.8	70.5
	4	102	100	36.8	41.1	22.1	63.2
	5	91	100	39.3	43.8	16.9	60.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	54	100	44.2	44.2	11.5	55.8
	4	96	100	55.9	41.9	2.2	44.1
	5	41	100	37.5	60	2.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	42.9	28.6	28.6	57.1
	4	100	99	46.7	51.1	2.2	53.3
	5	45	100	45.5	45.5	9.1	54.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	53	100	25	48.1	26.9	75
	4	96	100	42.4	54.3	3.3	57.6
	5	41	100	26.8	56.1	17.1	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	97.9	46.8	38.3	14.9	53.2
	4	101	100	38.3	51.1	10.6	61.7
	5	46	100	20	55.6	24.4	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	106	95.3	38.8	31.6	29.6	61.2
	4	95	100	38	35.9	26.1	62
	5	83	97.6	40	43.8	16.3	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	95.9	29.8	40.4	29.8	70.2
	4	103	96.1	34	43.6	22.3	66
	5	92	98.9	33.7	39.3	27	66.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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